

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Place date stamp here RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2016 MAR 29 AM 9:40
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Marble Falls ISD	027904		
Vendor ID #	ESC Region #		DUNS #
1-746001682	XIII		057882714
Mailing address	City	State	ZIP Code
1800 Colt Circle	Marble Falls	TX	78654

Primary Contact

First name	M.I.	Last name	Title
Shana		Hale	Project Director
Telephone #		Email address	FAX #
830-693-4357		shale@mfisd.txed.net	830-798-3697

Secondary Contact

First name	M.I.	Last name	Title
Amy		Hoffmans	Administrative Assistant
Telephone #		Email address	FAX #
830-693-4357		ahoffmans@mfisd.txed.net	830-798-3697

Part 2: Certification and Incorporation

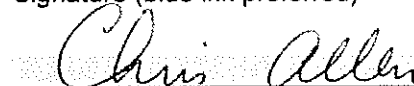
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Chris		Allen	MFISD Superintendent
Telephone #		Email address	FAX #
830-693-4357		callen@mfisd.txed.net	830-693-5685

Signature (blue ink preferred)

Date signed



3/28/16

Only the legally responsible party may sign this application.

701-16-102-054

Schedule #1—General Information (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for school wide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 027904

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	027904	Chris Allen	830-693-4357	\$744,880
	Marble Falls ISD	<i>Chris Allen</i>	callen@mfisd.bxed.net	
Member Districts				
2.	027903	Keith McBurnett	512-715-5100	\$271,508
	Burnet CISD	<i>Keith McBurnett</i>	kmcburnett@burnetcisd.net	
3.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
4.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
5.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
6.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
7.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
8.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
10.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
11.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
12.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
13.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
14.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
15.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
16.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
17.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
18.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
19.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
20.	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$N/A	\$N/A	\$N/A	\$N/A
2.	Schedule #8: Contracted Services	6200	\$N/A	\$N/A	\$N/A	\$N/A
3.	Schedule #9: Supplies and Materials	6300	\$N/A	\$N/A	\$N/A	\$N/A
4.	Schedule #10: Other Operating Costs	6400	\$N/A	\$N/A	\$N/A	\$N/A
5.	Schedule #11: Capital Outlay	6600	\$N/A	\$N/A	\$N/A	\$N/A
6.	Total direct costs:		\$	\$N/A	\$N/A	\$N/A
7.	Indirect cost (%):		\$	\$N/A	\$N/A	\$N/A
8.	Total costs:		\$	\$N/A	\$N/A	\$N/A

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	N/A	N/A	N/A
2.	N/A	N/A	N/A
3.	N/A	N/A	N/A
4.	N/A	N/A	N/A
5.	N/A	N/A	N/A
6.	N/A	N/A	N/A
7.	N/A	N/A	N/A

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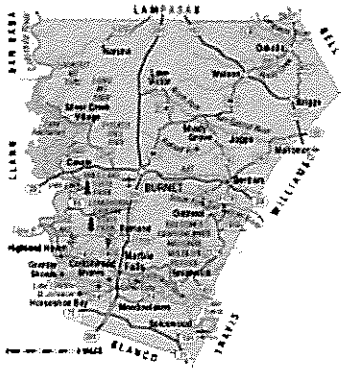
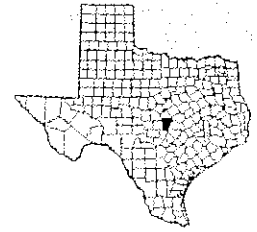
Schedule #5—Program Executive Summary

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Marble Falls ISD (MFISD) will serve as the fiscal agent for the ACE BCC. Two districts, Marble Falls ISD and Burnet CISD have collaborated to form the ACE Burnet County Consortium (ACE BCC) consisting of 3 Title I elementary campuses and a high school campus with shared challenges. With these shared challenges administration from both districts recognize the benefits of sharing resources to provide the at-risk students and families of Burnet County increased opportunities for success.

**Overview of Community:**

Burnet County, one of the fastest growing counties in the state, has pockets of poverty through the 1,000 square miles it encompasses. It is predicted that Burnet County will grow at rates nearly twice that of the rest of the state over the next several years. Burnet CISD (BCISD) and Marble Falls ISD (MFISD), located in Burnet County, are only 13 miles apart and serve more than 7,200 students with the majority of those students being from lower income families.

Need for the Program:

Both districts face similar challenges including a steady increase in economically disadvantaged students as well as the limited English proficiency (LEP) population. Data reflects students living at or below the poverty level and receiving free or reduced lunch with approximately 60% economically disadvantaged students and 45% at-risk of

dropping out of school according to the Academic Excellence Indicator System (AEIS) report. An average of 47% of students on the selected campuses receives free and reduced lunch. Both districts face similar challenges including a steady increase in economically disadvantaged students and transportation challenges. Families in this area depend on school transportation to and from school. Currently, the school districts bus students to over 1000 square miles. Because of family's dependence on school district transportation, and because of the number of miles between their homes and the schools, students do not have access to activities outside of the school day. As smaller rural school districts, there are limited resources and/or opportunities for students to receive additional academic enrichment. The economically disadvantage rates by campus include: Colt Elementary School 64.4%, Marble Falls Elementary-57.5%, Spicewood Elementary-45.2% and Burnet High School-45.5%.

General Description of the Program:

The ACE Burnet County Consortium (ACE BCC) consisting of 3 Title I K-5 elementary campuses and 1 high school campus serving a combined total of 530 students and 120 parents. All centers will provide **before and after school** academic enrichment activities with a minimum of 12 hours per week and 36 weeks per year. **Before school** programming (high school only) will target homework completion and assistance. A nutritious breakfast through the school lunch program will be provided. **After school** programming (12 hours of service/week Monday-Thursday for 36 weeks/year including summer) will also include a nutritious snack before students transition into a minimum of 45 minutes/day dedicated to small group instruction, tutoring and academic achievement activities. A short transition will be followed by a minimum of 45 minutes/day (high school) and 90 minutes/day (elementary schools) dedicated to enrichment classes where students could choose between activities including arts, music, dance, robotics, cooking, recreation and physical fitness, STEAM and college/career prep and more. Research The **summer program** will meet for 6 weeks, 4 hours a day, 4 days per week to provide students intensive, targeted instruction opportunities to ensure

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On this date:

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

continuous learning to lessen summer learning loss and to better master required core content. The ACE BCC will offer an **adult program** featuring education classes to parents and immediate family members of students participating in the Texas ACE grant program services for the adults will include family literacy, English as a second language, parenting and parental involvement. Parents will be surveyed to identify classes that would be most helpful. Centers will have a **project plan and logic model** to ensure fidelity of services. The **Center Project Plan** will include developed activities based on the **Four-Component Activity Guide** leveraging resources with campus and community partners, and reporting output and outcome measurements therefore providing students with a bridge between the regular- and after-school days. The ACE BCC program was designed as a result of a coordinated approach based on the results of comprehensive needs assessment aligned with the RFA purpose.

The program will provide a broad array of innovative, engaging, quality expanded learning programming for students and their families that will enhance and support the regular school day by improving academic performance, school day attendance, positive behavior, promotion rates, and graduation rates. The program will target students who are in the most need of academic support in core academic areas such as mathematics, English language acquisition, language arts, reading, science, and social studies. Programming will include services of academic assistance and core academic areas, mentoring, character education, youth development activities, entrepreneurial education, drug and violence prevention, music/art, STEM, college and workforce readiness, recreational programs, English proficiency activities for students and families, as well as family literacy to help at risk students close the academic gap that exists between their peers.

Participating students will be initially assessed to set a baseline and thereafter be assessed two more times to determine academic progress. An instruction team made up of the project director and site coordinators with input from current campus principles, school day teachers and the family engagement specialist (FES) will meet monthly to assess the implementation of the curriculum, share information on practices, receive updates on the progress of students in the program, determine the appropriateness of program services, effectiveness of activities and lessons and make necessary changes.

Each center will be developed with a specific framework that establishes a foundation for best practices, effective implementation and high quality programs for the attainment of grant objectives using the Texas ACE Blueprint. The Project Director, Site Coordinator and district administration will meet periodically to oversee program evaluation, assess program progress of student achievement, attendance and behavior rates and to ensure continuous improvement of the program. ACE BCC will contract with an experienced external program evaluation firm to provide continuous program evaluation and refinement.

The ACE BCC Management Team will collect and analyze data regarding before/after school activities, regular school day student performance data to ensure that programming sessions and activities are of high quality and relevant to the curricula being used on each campus. Through quarterly visits the external evaluator will assess program progress and provide written feedback. The Program Director will provide monthly briefings that will be made available to stakeholders. Continuous monitoring, analysis and evaluation will include measures to show gains in student knowledge and skills, as well as evidence of program impact on all stakeholders – objective performance measures that are clearly related to the intended outcome of the project.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$675,676	\$0	\$675,676
Schedule #8	Professional and Contracted Services (6200)	6200	\$25,200	\$19,140	\$44,340
Schedule #9	Supplies and Materials (6300)	6300	\$177,800	\$0	\$177,800
Schedule #10	Other Operating Costs (6400)	6400	\$100,400	\$0	\$100,400
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$979,076	\$19,140	\$979,076
Percentage% indirect costs (see note):			N/A	\$17,500	17,500
Grand total of budgeted costs (add all entries in each column):			\$959,916	\$36,640	\$1,015,716
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$271,508	\$	\$271,508
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,015,716
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$50,786

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$70,000
5	Site coordinator (required)	4		\$200,000
6	Family engagement specialist (required)	1		\$45,000
7	Secretary/administrative assistant		1	\$16,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$331,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$218,100
25	6121	Support staff extra-duty pay		\$38,470
26	6140	Employee benefits		\$88,106
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$344,676
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$675,676

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 027904		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Student Enrichment Workshops	\$4,000
2	Parent and Student Workshops	\$4,000
3	Staff Development	\$1,200
4	Data/Fiscal Specialist	\$7,140
5	External Evaluator	\$12,000
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$28,340
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$16,000
(Sum of lines a, b, and c) Grand total		\$44,340

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 027904

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$177,800
Grand total:		\$177,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 027904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$8,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose: National Afterschool Conference	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$8,000
	Remaining 6400—Other operating costs that do not require specific approval:	\$92,400
Grand total:		\$100,400

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 027904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2				
3				
4				\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$ N/A

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 027904				Amendment # (for amendments only):	
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			4,054		
Category	Number	Percentage	Category	Percentage	
African American	107	2.6%	Attendance rate	96.1%	
Hispanic	1,777	43.8%	Annual dropout rate (Gr 9-12)	.2%	
White	2054	50.7%	Students taking the ACT and/or SAT	55.1%	
Asian	24	.3%	Average SAT score (number value, not a percentage)	1429	
Economically disadvantaged	2,419	59.7%	Average ACT score (number value, not a percentage)	21.2	
Limited English proficient (LEP)	523	12.9%	Students classified as "at risk" per Texas Education Code §29.081(d)	47.3%	
Disciplinary placements	84	1.9%			
Comments					
Due to SAS formatting restriction see attached for data on Burnet CISD					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	1	.3%	No degree	2	.7%
Hispanic	28	9.7%	Bachelor's degree	232.4	80.9%
White	253.2	88.2%	Master's degree	52.8	18.4%
Asian	1	.3%	Doctorate	0	0%
1-5 years exp.	66.9	23.3%	Avg. salary, 1-5 years exp.	41,615	N/A
6-10 years exp.	56	19.5%	Avg. salary, 6-10 years exp.	44,141	N/A
11-20 years exp.	93.6	32.6%	Avg. salary, 11-20 years exp.	50,310	N/A
Over 20 years exp.	65.7	22.9%	Avg. salary, over 20 years exp.	57,123	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	24	34	44	54	64	75	85				55	43	32	20	530
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	24	34	44	54	64	75	85				55	43	32	20	530

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Schedule #13—Needs Assessment

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prior to the announcement of the Cycle 9 grant the two districts formed a **steering committee** that met on several occasions to talk about how the consortium could collaborate to address academic, social and family needs of their students through a quality before and after-school program. The steering committee identified common goals and objectives and agreed to distribute a survey to parents and members of the community to garner their input regarding an after-school program. The results of those surveys identified the following needs: 94% believe that an after-school program would be beneficial, 96% feel the need for having a safe place for students to go before, after-school and summers, 96% would like to see enrichment programs extend student learning into the real world and 85% see a need for the school to take the lead in developing out-of-school programs that link to the school-day. Several individuals indicated they would be willing to serve on an ACE Advisory Committee.

The large service area of the school districts presents transportation challenges. Families in this area depend on school transportation to and from school. In many cases, this is the family's sole source of transportation to and from school. Currently, the school districts bus students to over 1000 square miles. Because of family's dependence on school district transportation, and because of the number of miles between their homes and the schools, students do not have access to activities outside of the school day. As smaller rural school districts, there are limited resources and/or opportunities for students to receive additional academic enrichment. The steering committee decision to serve specific campuses was based on data reflecting the campuses with the greatest need of before/after school programs.

Both districts face similar challenges including a steady increase in economically disadvantaged students as well as the limited English proficiency (LEP) population. The current economically disadvantage rates by campus selected to participate include: Colt Elementary School 64.4%, Marble Falls Elementary-57.5%, Spicewood Elementary-45.2% and Burnet High School-45.5%. The most recent Adequate Yearly Progress (AYP) information posted on the TEA website is 2012. According to the Department of Assessment and Accountability 2012 Adequate Yearly Progress, both MFISD and BCISD missed AYP for Math and Reading and were in Stage 2 Title I School Improvement. Since that time, the school districts scores have improved. However, the influx of economically disadvantaged, LEP, and at-risk students has created a new challenge. These populations of students struggle to pass the state assessment on the first administration. District data indicates that these students do not typically pass the second administration without targeted accelerated interventions. Because of their dependence on transportation, before and after school interventions are currently not possible. Additionally, these students, in all tested subject areas, are below the state average of being Post-secondary Ready. The ACE BCC program will provide an opportunity for students to receive this instruction by providing transportation as well as targeted accelerated instruction by certified teachers throughout the year and the summer.

Data reflects students living at or below the poverty level and receiving free or reduced lunch with approximately 60% economically disadvantaged students and 45% at-risk of dropping out of school according to the 2014-2015 Texas Academic Performance Report. An average of 47% of students on the selected campuses receives free and reduced lunch. In addition, prior to the announcement of the Cycle 9 grant district leadership met to determine campus needs through evaluation of the 2014-2015 Texas Academic Performance Report and campus improvement plan. After the Cycle 9 grant presented the information to both MFISD and BCISD School Board members. Both boards agreed that the need for the ACE program was evident and agreed to support the grant process and to provide support for future sustainability.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	Pre and post testing, Objective remediation to address specific identified needs, Differentiated Instruction with focused academic development, Response to intervention Model Implementation, School-day & after-school day classroom/TEKS aligned interventions, Implement high quality-research based curriculum to support core subjects, Data driven evaluation of program to support continuous improvement, Campus level collaboration to address ACE alignment w/school day curriculum
2.	Improve Attendance	Family Engagement Specialist monitor attendance and intervene with home visits, Conduct parent meetings to connect them with their children and school, Survey students to determine enrichment classes of their choice, develop interactive teaching and learning strategies, Create an ACE program that students want to attend by making students and parents active participants in planning and success, evaluate attendance data continually and make changes to programming as needed.
3.	Improve Behavior	Target students exhibiting behaviors that may lead to DAEP referral and offer intervention, Work with community partners for after-school mentors, Provide social skills training, programs and services that will build character and leadership skills; implement bullying prevention programs; conduct research based parent sessions to aide parents in developing effective strategies to improve behavior at home and at school
4.	Improve Promotion Rates	Work with school-day staff to identify students who are at-risk of academic failure, expand relevancy related activities, Target TEKS aligned after-school interventions, Disaggregate data to identify students' specific learning needs and support in those needs through interventions, Work w/community partners increase college and career readiness at all grade levels, Provide educational opportunities for parents of ACE students, progress monitor.
5.	Improve Graduation Rates	Identify at-risk students and develop an intervention process, help students to identify personal goals and develop steps to meet those goals, assign after-school mentors to at-risk students, provide classes for parents to raise their expectations for their children, provide ACT/SAT tutoring, provide college readiness activities, develop partnerships and create activities to develop career readiness skills.

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Schedule #14—Management Plan

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's Degree in education or related field. Experience implementing a quality extended learning program including adult education; Strong interpersonal skills. Strong organization and time management skills. Experience in fiscal management and data reporting.
2.	Site Coordinator(s)	Bachelor's degree in education or related field. Experience after-school program preferred. Exceptional communication skills. Strong organization and time management skills. High degree of computer proficiency. Experience in working with stakeholders.
3.	Family Engagement Specialist	Bachelor's degree in education, counseling or related field. Experience working with at-risk students and families. Experience with child development, public education, and working families from diverse cultures.
4.	Evaluator	M.A. in Education (Ph.D. preferred) or other related discipline with a minimum of 5-10 years of experience conducting program/ grant evaluations and education-related experience. Ability to develop grant evaluation plan and to coordinate evaluation reports with data analysis, and the accountability and technology departments. Knowledge of laws, regulations, agency policies, and other requirements that affect grant programs.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Academics: Improve student grades by at least one point in a core subject area	1. Identify students in need of academic assistance	08/01/2016	02/01/2017
		2. Recruit qualified instructors	08/01/2016	02/01/2017
		3. Students attend academic classes daily	08/29/2016	05/12/2017
		4. Students take pre- and post-assessments	08/29/2016	05/12/2017
		5. Data is gathered and analyzed by SC/PD	10/14/2016	06/12/2017
2.	Attendance: Improve student school day attendance by a percentage point	1. Identify students who struggle with attendance	08/01/2016	02/01/2017
		2. Enroll students in high-interest afterschool classes	08/29/2016	02/01/2017
		3. Students attend classes daily	08/29/2016	05/19/2017
		4. Student school day attendance data is gathered	10/14/2016	06/12/2017
		5. Attendance data is analyzed by SC/PD	10/14/2016	06/12/2017
3.	Behavior: Referrals will decrease by at least 2% points	1. Identify students in need of behavior improvement	08/01/2016	02/01/2017
		2. Train instructors in behavior management	08/01/2016	05/19/2017
		3. Enroll students in high-interest afterschool classes	08/29/2016	02/01/2017
		4. Students attend classes daily	08/29/2016	05/19/2017
		5. Data is gathered and analyzed by SC/PD	10/14/2016	06/12/2017
4.	Promotion: 95% of student participants will promote to the next grade level	1. Identify and enroll students on RTI Tiers 2 and 3	08/01/2016	02/01/2017
		2. Enroll students in high-interest afterschool classes	08/29/2016	02/01/2017
		3. Students attend classes daily	08/29/2016	05/19/2017
		4. SC monitors student progress in school day classes	09/12/2016	06/01/2017
		5. Year-end data is gathered and analyzed by SC/PD	06/12/2017	06/30/2017
5.	Graduation: 50% of program students will be exposed to C/W activities	1. Recruit instructors to lead college/workforce classes	08/01/2016	02/01/2017
		2. Determine appropriate curriculum for C/W classes	08/01/2016	05/19/2017
		3. Enroll students in high-interest C/W classes	08/01/2016	02/01/2017
		4. Students attend classes	08/29/2016	05/19/2017
		5. Data is gathered and analyzed by SC/PD	10/14/2016	06/12/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Campus/District Education Improvement Committees, consisting of administrators, teachers, parents and members of the community develop Campus and District Improvement Plans (CIP/DIP) to monitor the attainment of goal and objectives. The purpose of the CIP/DIP is to guide district and campus staff in the improvement of student performance for all student groups. They are developed, evaluated and revised annually and will include the ACE BCC program. Changes are communicated to stakeholders through newsletters, board presentations, social media, district websites, flyers and letters to parents, and personal telephone calls. The ACE BCC Project Director will present annual progress reports to these committees as well as the Burnet and Marble Falls School Boards. He/she will request summary reports and hold monthly meetings with the instruction team in addition to visiting sites on a regular basis to ensure that all program activities are carried out according to grant guidelines. The director will evaluate data reports to support continuous improvement of programming for students and families. Feedback will be collected from the center staff, regular classroom teachers, parents, students and community agencies. A grant **Management Team** consisting of the Project Director, Site Coordinator, FES, campus principals and district administration will meet monthly to review the grant progress. The ACE BCC Steering Committee will develop an **ACE Task Force**, consisting of the Management Team, FES, parents, students and community members, who will meet on a regular basis to provide input and address concerns. An **independent evaluator** will continuously monitor and evaluate the extent to which the program is being implemented as designed (process evaluation) and the quality of effectiveness of the program (outcome evaluation). The evaluator will follow the *Independent Evaluator Guide in the Texas ACE Blueprint*. Feedback will be utilized to make modifications in the program for the purpose of improvement. Assessment and planning meetings will be held monthly with learning center staff, the advisory council, and community partners.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MFISD and BCISD grant staff view grant dollars as the incubator or start-up funds but look to the community and other sources for long term sustainability such as fund campaigns, gift programs, corporate sponsorships, employer based fundraising, and potential government funding opportunities to ensure continuation of federal and grant funded programs after the initial funding. While we have a proven record of success through previous grants and appreciate the opportunity to afford our students even greater learning experiences, we are also committed to providing our students with extracurricular learning opportunities that will foster their success in both their academic careers as well as their lives beyond their K-12 education. ACE BCC will utilize the tools provided in the Texas ACE Blueprint to develop and implement a sustainability plan. This plan will include specific goals and timeline. Each year this plan will be reviewed and changed as necessary to secure an effective sustainability plan. Annual timeline of working towards the sustainability plan. Year 1: build a solid base to boost the academic achievements of the students participating in the ACE BCC. A Plan/Do/Study/Act Cycle (PDSA) will be used to convert data to knowledge that, in turn, guides the after-school program in refining processes for continuous improvement that will be displayed in improved STAAR scores, academic performance in core subjects, reduction in risky behaviors, and an increase in basic skills of parents. Year 2: the PDSA cycle (which includes surveys of students, parents, school administrators, and teachers) will improve program activities. The Task Force will involve community partners in a process of researching best-practice methods to sustain the ACE BCC program. Fund raising strategies involving the community partners to establish an annual giving campaign and special events will be considered to generate funds. Grant funds will not be spent on any fundraising activities. Year 3: The Task Force will present a vision statement for sustainability plans. An established annual giving campaign will attract the public attention and provide future funding sources. ACE BCC and community partners will convert the vision statement into an operational plan for the continuation of an after-school program that would be self-sufficient.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Surveys completed annually (ACE and Reg Ed teachers, students, parents)	1.	Survey results show that ACE provides a safe, support environment.
		2.	Survey results show that ACE improves academic performance.
		3.	Survey results show that ACE improves behavior and attendance.
2.	Collection of academic performance data from the school district	1.	Regular ACE Students show improvement over the year.
		2.	Regular ACE Students show increased improvement than nonparticipants.
		3.	Regular ACE Students have a higher % of promotion & graduations.
3.	Collection of data from district PEIMS software (Skyward/TxEIS) annually	1.	Regular ACE Students decrease in # of behavior referrals over the year.
		2.	Regular ACE Students increase attendance rates from fall to spring.
		3.	Regular ACE Students show increased improvement than nonparticipants.
4.	Independent evaluation (IE) from outside contractor conducted Bi-Annually	1.	IE reports quality programming of all centers.
		2.	IE reports innovative, engaging classes aligned with grant outcomes.
		3.	IE reports positive supportive teaching environment.
5.	Formative evaluation of Centers by Project Director (PD) and District Administration (DA)	1.	PD/DA observes effective programming the meets needs of stakeholders
		2.	PD/DA observes improvements in performance data
		3.	PD/DA disaggregates data quarterly and suggests changes as needed.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using a tiered-approach, quantitative and qualitative outcome components will be used in the evaluation process. **Quantitative measures** will include required schedule reports, attendance and discipline reports, measurable decline of negative behaviors, satisfaction surveys, performance assessment data and number of times students and parents access the services. **Qualitative evaluation** methodologies such as interviews, surveys and focus groups will be utilized to determine if the project is being conducted in compliance with ACE guidelines and the grant management plan. Data collection methodologies such as evaluator observation and parent-teacher-student surveys will be used to assess program progress. The Project Director, Site Coordinator and district administration will meet periodically to oversee program evaluation, assess program progress of student achievement, attendance and behavior rates and to ensure continuous improvement of the program. ACE BCC will contract with an experienced external program evaluation firm to provide continuous program evaluation and refinement. The **external evaluator** will utilize formal and informal observations to assess program effectiveness, including pre/post-test surveys containing both open and closed questions; Likert-type scales directed at students, parents, teachers, and project staff; and records, including course grades, internal behavioral and disciplinary actions, and attendance. **Formative** evaluation began during project development and will continue throughout the life of the project. Its intent is to assess ongoing project activities and provide information to monitor and improve the project and includes strategies and activities that will involve all participants in the quantitative and/or qualitative assessment of each activity. These strategies will include measures to show gains in student knowledge and skills, as well as evidence of program impact on all stakeholders – objective performance measures that are clearly related to the intended outcome of the project. The ACE BCC Management Team will collect and analyze data regarding before/after school activities, regular school day student performance data to ensure that programming sessions and activities are of high quality and relevant to the curricula being used on each campus. Through quarterly visits the external evaluator will assess program progress and provide written feedback. The Program Director will provide monthly briefings that will be made available to stakeholders. Ongoing collaboration and involvement will ensure that recommendations for program improvement are discussed in a timely manner and dealt with promptly.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE will provide quality extended day programs to **3 Title I elementary schools and 1 high school** in a safe and easily accessible facility with priority given to students who are in need of academic assistance, have English language acquisition needs and struggle with attendance or behavioral issues leading to risky behaviors. Activities will be based on campus needs assessment and individual campus project plans will be developed innovative, engaging curriculum that will supplement the school-day content and provide accelerated learning to help students improve academic achievement standards. The Project Plan will include developed activities based on the Four-Component Activity Guide leveraging resources with campus and community partners, and reporting output and outcome measurements therefore providing students with a bridge between the regular school day and the after-school program. ACE student registration information will be included in student packets at the beginning of the school year and consist of Parent Consent Forms, parent/guardian telephone numbers, emergency contact information and student transportation plans to assist safe student travel to and from the center and home. **Before school** programming will target homework completion and assistance. **After school** programming will include a minimum of 45 minutes/day dedicated to small group instruction, tutoring and academic achievement activities. A short transition will be followed by a minimum of 45 minutes/day dedicated to enrichment classes where students could choose between activities including arts, cooking, recreation and physical fitness, technology skills and career-oriented. The **summer program** may focus on specific academic needs as highlighted by student performance data and address academic acceleration, STAAR remediation, high-interest enrichment activities and TEKS related skill building to ensure that all students will be able to perform at or above grade level in all academic areas. **Adult Program:** flexible schedule with classes such as Civics Education, English Language Acquisition, GED, Computer Skill, Reading and Family Literacy programs to provide parents of ACE students to improve their literacy and educational development. Financial Planning classes will also be offered with the assistance of volunteers from community partners. **Each site has a Memorandum of Understanding (MOU) addressing the partnership with a community-based organization and outlining how the school and organization will work together in the after-school program.**

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE student registration information will be included in student packets at the beginning of the school year and consist of Parent Consent Forms, parent/guardian telephone numbers, emergency contact information and student transportation plans to assist safe student travel to and from the center and home. With the assistance of the FES the ACE BCC will use five effective methods of reaching families to disseminate information in English and Spanish:

- 1) prior to the beginning of the school year a flyer will be placed in each student's welcome letter notifying them of the expanded learning opportunities available through the funded ACE grant,
- 2) the automated phone tree will call each family to inform them of the ACE BCC expanded learning opportunities,
- 3) ACE brochure will be distributed to grant community partners so they can help disseminate information,
- 4) district web sites will have an ACE BCC page with program information, and
- 5) The local newspaper will have a series of articles discussing the center. A booth will also be set up at the beginning of the school year Open House to offer ACE information.

After the beginning of the school year the Project Director and/or Site Coordinators will be available for presentations at community organizational meetings, Parent Teacher Organization functions and district family events. **One function of the FES will be to promote participation and coordinate family engagement helping to bridge the gap between school and home.**

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Response to Intervention (RTI) instructional model Tier 2 and Tier 3 students will be recruited and selected for participation. Additionally, the **Student Success Team (SST)** will make student referrals to the ACE program. Research strongly supports the success of early and appropriate intervention. Diagnostic assessments will include pretest, formative assessments, and posttests to determine each student's academic and behavioral domain. **Scientific research based programs, strategies, and procedures designed using a problem-solving model focusing on relevance will be used to address individual student needs.**

The SST, Site Coordinator and campus principals will monitor student progress through formative assessments to determine whether academic or behavioral intervention goals are being met. Current research indicates that success of an intervention model largely depends on teachers receiving on-going program specific training. School-day and ACE teachers will be trained in data collection and progress monitoring to enable them to make informed instructional decisions, choosing effective instructional techniques and establishing goals which ensure student success. Curriculum aligned with the TEKS supports classroom instruction.

The Site Coordinators will work with school day teachers to synchronize TEKS in the after-school program. Awareness of student needs, best practice, small group, and individual instruction will be used to improve student achievement. ACE BCC Site Coordinators will meet monthly with the campus leadership team to further address deficiencies in the instructional process and provide continuous improvement to overall student success.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Marble Falls ISD (MFISD) and Burnet CISD have a close working relationship and a history of coordinating funds to better serve the needs of children. Several public resources serve each community including their partnership with the Boys and Girls Club of Highland Lakes who provides quality services to our students.

Both districts coordinate multiple federally funded programs, which include Title I, Title II, Title III, ESL and Bilingual and Special Education. They have successfully managed grants that include the Texas Title I Priority Schools Grant, Prekindergarten Early Start Grant and the Rural School Grant. In addition, they have sought out private funding sources like the Frank Fickett Foundation to fund instructional initiatives. The ACE BCC will utilize and coordinate its vast network of current partners, grant funded projects and other programs to maximize utilization of State, Federal and community resources. Professional staff expertise, curriculum and program resources from Texas Education Agency, Region Service Center XIII, Texas Tech University and Central Texas College will be combined for or coordinated with the proposed program as appropriate to make the most effective use of public resources and avoid duplication.

Funds from the ACE BCC program will be utilized to supplement district efforts to increase academic performance levels, increase attendance rates, provide tutoring for at-risk student populations, and decrease dropout rates. Any program activities required by state law, SBOE rules, or local board policies will not be paid with the requested grant funds, nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **quantitative component** will measure the following in order to determine whether or not the center successfully meets the **Principles of Effectiveness**. Increases in academic success will be measured though the **analysis of student report cards** during each six/nine week grading period and **benchmark results** gathered three times per year. Value-added analysis comparisons will be made between academic years to determine whether or not program activities have increased each student's academic success.

Moreover, an analysis of academic data will be compared to non-attendees, detailing gains in reading and mathematics. Additionally, the impact of academic success for students will be measured by **decreases in the number of STAAR failures, decreases in the number of students being retained annually, and increases in the district's graduation rate**. an analysis of program attendance reports will be compared to non-attendees detailing improvements demonstrated by students in character and citizenship education will be measured by **increases regular school attendance, decreases in referrals, and decreases in referrals to alternate behavior programs**.

ACE BCC will utilize research-based practices that involve the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Campus principals serve as the academic leader for each campus and they may be called upon to assist the Project Director, Site Coordinators and teachers in providing scientific research-based practices.

Project evaluation strategies will employ systematic, empirical methods that draw on observation or experiment involving rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn. Data collection processes will rely on measurements or observations, and across studies by the same or different investigators and will be evaluated using quasi-experimental designs in which individuals, entities, programs, or activities, at a minimum, offer the opportunity to build systematically on their findings.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Two school districts, Marble Falls ISD and Burnet CISD have collaborated to form the ACE Burnet County Consortium (ACE BCC) that will serve 3 Title I elementary campuses and a high school campus across the two districts. (Priority Points). Both districts have entered into a written Shared Services Arrangement that describes the responsibilities of the fiscal agent and SSA members. The document is on file in the finance department of the fiscal agent.

In rural communities the school serves as the nucleus of the community where these relationships are vital to the success of the district. The Marble Falls and Burnet superintendents help to bridge the gap between the school and community by actively participating in community-based organizations by serving on the Hill Country Community Foundation Board of Directors, the Chamber of Commerce Board of Directors and participating in the Rotary Club.

The ACE BCC will run a comprehensive program that will be enhanced because of the collaboration with its community partners. The Boys and Girls Club of Highland Lakes serves youth in Burnet and Marble Falls with site offices in both locations and has proven to be a consistently supportive community-based organization interested in the academic success of students. The Boys and Girls Club will serve as a key partner with the ACE BCC. The coalition has also partnered with the Project Lead The Way, Juvenile Probation Department, Seton Highland Lakes Hospital, Burnet County Sheriff's Office, Burnet County Literacy Highland Lakes and Freedom Flyers.

Each community-based organization brings specific contributions to the ACE BCC and will provide a variety of scientifically-based academic activities and services. A Memorandum of Understanding (MOU) has been developed with each community-partner and is kept in the district administration office detailing the services they will bring to the ACE BCC.

Our community partners will connect ACE BCC schools with community resources to better meet individual student needs. ACE goals, objectives and strategies will provide the structure to establish programs as evidenced in the daily Menu of Events that support the wellbeing of enrolled students as well as members of their family.

The grant evaluator, Project Director, Site Coordinator, Advisory Council, and district administrators are responsible for insuring that ACE objectives and coordinating strategies are implemented in an accurate and timely manner.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE BCC believes that after-school and evening opportunities for children to receive enrichment and extension support offered in tandem with parent opportunities will maximize involvement for both. The National Research Council compiled research that indicates parent beliefs and attitudes about literacy can influence their child's reading development and have a lasting effect on their reading attitudes.

By closely working with the Hill Country Community Foundation Board of Directors, the Chamber of Commerce Board of Directors and the Rotary Club, the district superintendents have gained critical knowledge about the needs of working families in the community. A combination of data gathered from first-hand information, **parent and the community surveys, district comprehensive needs assessments and student and faculty surveys** contributed to the blueprint of the ACE BCC program. The ACE BCC program intends to meet the identified needs of the students and the community by employing a collaborative, comprehensive and coordinated approach. The after-school program was carefully designed to enrich and complement the school-day TEKS based curriculum to meet the student academic performance and achievement needs along with the needs of working families and the communities involved.

The **Burnet CISD** covers over 750 square miles resulting in an increased local transportation budget nearly twice the state average because 98% of their students are transported. The Seton Highland Lakes Care-A-Van serves Burnet County and had over 15,000 children patient visits over the last nine years. Drugs have become such an increasing problem for the Burnet community that a community task force called Project Lead The Way was formed to work with the Burnet Police Department to eliminate drug abuse in the community.

Project Lead The Way consists of a diverse group of community members representing counselors, law enforcement, school, faith based, judicial, probationary and business. Project Lead The Way will work closely with MFISD and Burnet CISD, the FES and the Burnet Juvenile Probation Department to provide programming, resources and volunteers to the ACE BCC project. Additionally, **MFISD** has experienced an increase in English Language Learners in the past few years. Hispanic parent participation in school events and academic support of their children is a particular challenge for each district.

Evening classes would provide these and other economically disadvantaged families with opportunities to improve their education and in return support student learning. Consequently, in the planning survey parents voiced a need for classes such as Science, Math and Reading Academic Assistance, Essay and Creative Writing, Literacy, Test Taking and Study Skills, Homework Help, Credit Recovery Support, Tutoring, State Assessment Preparation, Problem Solving and Critical Thinking Skills, Conflict Resolution, Engineering, Robotics, economic self-sufficiency, English Acquisition, Character Building, parenting and job skills, GED, College and Workforce Readiness, nutrition and expanded library services.

ACE Advisory Council: Once funded the ACE BCC will form an ACE Advisory Council with a representative cross section of the community leaders, parents and students enrolled in the ACE program, as well as school district leadership. The Advisory Council will help ensure those social and family needs, mentoring, college and workforce readiness, youth development, family literacy and English Acquisition are considered in the after-school programming. These programs will directly impact families and the community.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MFISD and Burnet CISD have received numerous federal, state, and private grants which have been administered in full compliance and regularity including the Texas Title I Priority Schools Grant, Prekindergarten Early Start Grant and the Rural School Grant.

The ACE BCC project will be managed with the same integrity and be designed to complement and enhance the academic performance, achievement and positive youth development of the students.

Plans for each center were developed with a specific framework that establishes a foundation for effective implementation and high quality programs for the attainment of ACE grant objectives. The project staff is experienced and holds high standards for fiscal integrity and effective grant management. Both districts coordinate multiple federally funded programs, which include Title I, Title II, Title III, ESL and Bilingual and Special Education. They have successfully managed grants that include the Texas Title I Priority Schools Grant, Prekindergarten Early Start Grant and the Rural School Grant.

Professional staff expertise, curriculum and program resources from Texas Education Agency, Region Service Center XIII, Texas Tech University and Central Texas College will be combined for or coordinated with the proposed program as appropriate to make the most effective use of public resources and avoid duplication. District staff and ACE BCC staff will assemble professional staff expertise, curriculum and program resources to meet the needs of students. The ACE BCC will utilize and coordinate its vast network of current partners, grant funded projects and other programs to maximize utilization of State, Federal and community resources.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE BCC Project Director will work with the Boys and Girls Club of Highland Lakes, Harmony School of Creative Arts, Seton Highland Lakes Hospital, Burnet County Sheriff Department, Literacy Highland lakes and the Rotary Club and district mentor programs to provide opportunities for volunteers to provide assistance and reduce the cost of programming. All volunteers, including senior citizens, will be offered training to better serve the students in areas where volunteers feel comfortable or have some expertise. The MFISD and Burnet CISD mentor programs are growing programs with volunteers who are always looking for additional ways to help our students. With the assistance of the FES, expanding the mentor programs will be one of the objectives of the ACE BCC program to offer more support for our students. The ACE BCC program will publicly acknowledge the mentor program during the school year and acknowledge their growing number of volunteers.

The utilization of volunteers contributes to a more cost-effective program that aide's sustainability. As the FES and Site Coordinators make connections and develop relationships in the community individuals will become aware of how they can contribute their skills to the ACE BCC program. ACE will ensure that all volunteers participating in the program undergo a criminal background check in order to ensure the safety of all children. ACE will also provide necessary and appropriate training to volunteers.

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County-district number or vendor ID: 027904

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The goal of the ACE BCC steering committee is to build a large base of members with leadership development and political strategizing experience who will take collective action in supporting the ACE program. During the first year of the funded ACE program an ACE Advisory Council will be formed and charged to develop a community outreach program and a process for sustainability. The Advisory Council will draw on key program advocates to develop strategies to support a sustainability plan and actualize the process. To ensure that the program would continue after the grant period, the Advisory Council and district administrators will actively begin to look for funding sources to sustain the program over the long term, make better use of existing resources and partnerships and maximize federal, state, and local revenue. MFISD and Burnet CISD have successfully met numerous grant goals and developed strategies to support established programs. The two collaborating districts and the ACE Advisory Council plan to ensure the sustainability of the ACE grant effort through careful planning. A plan for a capital campaign will be developed to actualize goals and strategies to acquire necessary program resources. **As the Task Force progresses in their sustainability program district administration will look at creative options for supplementing the after-school program by leveraging funds to maximize their potential.** After planning and refining the sustainability plan, goals and strategies will be reviewed and revised as needs and opportunities change. The members of the MFISD and BCISD Board of Trustees carefully maximizes their budget in order to give our students a solid academic foundation and continually remain focused on sustainability throughout the duration of the grant funded programs and projects. Grant staff view grant dollars as the incubator or start-up funds but look to the community and other sources for long term sustainability such as fund campaigns, gift programs, corporate sponsorships, employer based fundraising, and potential government funding opportunities to ensure continuation of federal and grant funded programs after the initial funding. To the extent possible, MFISD and BCISD Board of Trustees assesses program's merit for sustainability based on district priorities, supportive data, and detailed assessment of activities and services that achieved desired outcomes upon the termination of the grant funds. **A copy of the Letters of Support of Sustainability from MFISD and BCISD Board of Trustees are attached. (Priority Points)**

Annual timeline of working towards the sustainability plan.

Year 1: Build a solid base to boost the academic achievements of the students participating in the ACE BCC. A Plan/Do/Study/Act Cycle (PDSA) will be used to convert data to knowledge that, in turn, guides the after-school program in refining processes for continuous improvement that will be displayed in improved STAAR scores, academic performance in core subjects, increase in attendance rates, reduction in risky behaviors, and an increase in basic skills of parents.

Year 2: The Advisory Council will involve community partners in a process of researching best-practice methods to sustain the ACE BCC program. Fund raising strategies involving the community partners to establish an annual giving campaign and special events will be considered to generate funds. *Grant funds will not be spent on any fundraising activities.*

Year 3: The Advisory Council will present a **vision statement** for sustainability plans. An established annual giving campaign will attract the public attention and provide future funding sources. ACE BCC and community partners will convert the vision statement into an **operational plan for the continuation of an after-school program that would be self-sufficient.**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 027904

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research has identified **school-family-community collaboration and connections as an essential component of school organization** and one that is especially helpful in promoting student academic success (Epstein, 1996). The **school is the hub of activity for children and families** and especially in **rural communities** where relationships are personal and close (Brown, 2003). This is true in Burnet County where community members have personal relationships with the young people and therefore voice their support for after-school programs and play an active role as volunteers and mentors.

Burnet County has a growing number of retired professionals from diverse fields of education, corporate, business, medicine, and manufacturing who are searching for methods to get involved. These community resources will be tapped as potential members of the grant Advisory Council. **Stakeholders and organizations have played an active part in district planning** as representatives from the Seton Highland Lakes Hospital, Burnet County Sheriff Department, Literacy Highland lakes, Rotary Club, non-profit organizations, local government, service organizations, and area businesses have served on the District Education Improvement Committee and voiced their support of an after-school program.

Members of the community will continue their involvement by serving on the grant Task Force and Advisory Council and providing physical resources, social resources, intellectual resources, and financial resources for the ACE BCC project. The Advisory Council will be an important part of **evaluating program effectiveness** because they will add a valuable community perspective to the evaluation process.

Additionally, one of the responsibilities of the Project Director will be to facilitate partnership meetings, disperse annual evaluation reports, seek **community feedback through annual surveys**, make presentations to community organizations inviting community involvement and build an **ACE BCC web site** that will open lines of communication and provide program information in a timely and on-going manner.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 027904

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE BCC project will be overseen by Dr. Chris Allen, Marble Falls Superintendent, and Mr. Keith McBurnett, Burnet CISD Superintendent. A project director with ACE experience will be hired for overall grant management and long-term planning, to gather feedback and train staff. All collaborating partners will contribute to the feedback process and include students, teachers, parents, organizations and community partners. The Project Director will see that the **Advisory Committee** meets on a regular basis to provide input and direction for the ACE BCC project.

The Project Director will work with the superintendents to assure that the ACE BCC project is incorporated into the Campus and District improvement plans. A campus specific administrative team consisting of the Project Director, Site Coordinator and campus principal will meet monthly to coordinate and supervise the after-school program at each campus. The team will use feedback to make sure that grant guidelines are followed and that goals are being met. Each campus will have a **Site Coordinator** that will assist the Project Director and Task Force in collaborating with community based organizations to establish new partnerships that will help sustain the program. The Site Coordinator runs the day-to-day operation and will work closely with the Project Director to collect and enter the required data into the ACE Tracking program for TEA reporting. In collaboration with each Campus Education Improvement Committee, the Site Coordinator will conduct a thorough campus needs assessment to identify needs at each campus. The Site Coordinator will be responsible for planning and implementing academic assistance, enrichment, family and parental support services, and college and workforce readiness activities. The Site Coordinator will inform parents and community about services offered through the ACE BCC program, maintain the relationship with the formal educational process, and link school-day homework information and TEKS strategies with ACE BCC staff.

A full time **Family Engagement Specialist (FES)** will work closely with the Project Director and Site Coordinators to encourage families to participate in their child's education and strengthen the skills they need to ensure their children's success in school. The FES will coordinate family engagement strategies for each ACE BCC center and assist in conducting needs assessments to determine the types of activities families need and want. The FES will be a well-known face in each participating campus and at community meetings.

An **outside evaluator** will be contracted to continuously monitor and evaluate the extent to which the ACE BCC program is being implemented as designed (process evaluation) and the quality of effectiveness of the program (outcome evaluation.) Feedback will be used as part of the Plan/Do/Study/Act Cycle to convert data to knowledge that, in turn, guides the after-school program in refining processes for continuous improvement that will be displayed in improved STAAR scores, academic performance in core subjects, reduction in risky behaviors, and an increase in basic skills of parents.

ACE BCC instructors (consisting of approximately 70% regular school day teachers) **and volunteers** will carry out day-to-day teaching and hands-on work with the students. The Site Coordinator will hold monthly meetings with the instructors and volunteers to make sure specific objectives and student needs are being met. The Project Director and Site Coordinator will ensure that instructors and volunteers receive appropriate professional development to accomplish grant goals. The ACE BCC program will 'look' and feel different than the regular school day and one important factor in the after-school day program will be a low student-to-staff ratio.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Burnet High School

9 digit campus ID# 027903001

Distance to Fiscal Agent (Miles)

12

Grade Levels to be served (PK-12) 9-12

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served: 150

Number of Adults (parent/ legal guardians only) to be served: 30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Marble Falls Elementary School

9 digit campus ID# 027904101

Distance to Fiscal Agent (Miles)

1.4

Grade Levels to be served (PK-12) PK-05

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served: 150

Number of Adults (parent/ legal guardians only) to be served: 30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 027904			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 3		Center Name: Colt Elementary School		
9 digit campus ID#	027904102	Distance to Fiscal Agent (Miles)	209	
Grade Levels to be served (PK-12)	PK-05			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			150	
Number of Adults (parent/ legal guardians only) to be served:			30	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 4		Center Name: Spicewood Elementary School		
9 digit campus ID#	027904104	Distance to Fiscal Agent (Miles)	16	
Grade Levels to be served (PK-12)	PK-05			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			80	
Number of Adults (parent/ legal guardians only) to be served:			30	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 027904			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5	Center Name:			
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)		N/A
Grade Levels to be served (PK-12)	N/A			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				N/A
Number of Adults (parent/ legal guardians only) to be served:				N/A
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6	Center Name:			
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)		N/A
Grade Levels to be served (PK-12)	N/A			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				N/A
Number of Adults (parent/ legal guardians only) to be served:				N/A
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 027904			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7	N/A			
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)		N/A
Grade Levels to be served (PK-12)	N/A			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				N/A
Number of Adults (parent/ legal guardians only) to be served:				N/A
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8	N/A			
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)		N/A
Grade Levels to be served (PK-12)	N/A			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				N/A
Number of Adults (parent/ legal guardians only) to be served:				N/A
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 027904			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9	N/A			
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)		N/A
Grade Levels to be served (PK-12)	N/A			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			N/A	
Number of Adults (parent/ legal guardians only) to be served:			N/A	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10	N/A			
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)		N/A
Grade Levels to be served (PK-12)	N/A			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			N/A	
Number of Adults (parent/ legal guardians only) to be served:			N/A	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school wide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All three of the participating elementary schools, in the ACE BCC program, are Title I School-wide campuses and the ACE BCC program will primarily target Tier II and Tier III at-risk low-performing students and families of such students. The goal of the program is to serve a minimum of 1,260 students. There were several factors to determine the Number of Regular Students to be served by this grant. The factors considered were 1.) Information gained from meeting with administrators from similar districts who have experience in operating successful ACE programs, 2.) Percentages of economically disadvantaged students, 3.) percentages of at-risk students which is determined by assessing fourteen indicators which reveal students in danger of academic failure or dropping out of school, and 4.) Total number of students enrolled in each participating campus.

Identification and recruitment: With 43% of our students at-risk of dropping out of school the process of identifying and recruiting students is critical and will be done by several methods. Response to Intervention (RTI) Tier II and Tier III students will receive enrollment preference in the ACE BCC program. The teachers, support staff and the Student Success Team (SST) may recommend students for the program. Benchmarks, progress reports, reading scores and STAAR will be utilized as a guide to determine a students need to participate in the after-school program. Students will be recruited by letters sent home to parents and brochures/flyers posted at key locations such as the Boys Club, grocery stores, hospital, doctor's offices and local businesses in Burnet and Marble Falls. The FES will be essential in encouraging families to enroll their children and participate in their child's educational success. The Site Coordinators will have an information booth at the Meet the Teacher's Night and hand out ACE BCC packets with enrollment forms. Once funded the Site Coordinator and the FES will work with campus principals and the SST to compile a list of students who have been identified as in need of academic assistance. ACE BCC packets will be included in the Welcome Back to School packets mailed home to families in August along with a letter from the campus principal.

Retention: The after-school program will be aligned with but look and feel different than the regular school day. The personal attention, innovative engaging activities and overall student success that will result from participating in the ACE BCC program will be necessary in retaining students in the program. Families will want to be a part of a safe, supportive, caring, welcoming and fun environment. They will be able to return to the school-day classroom and work alongside their peers instead of laboring over a lesson with the teacher in an effort to catch up. ACE will create opportunities to expand student's mindsets and participate in academically enriching activities that they would normally not be able to participate in due to cost and lack of transportation. The Site Coordinator will monitor attendance of all programs and activities and be responsible for consistent attendance and retention. The Site Coordinator will be responsible for intervening in the event of poor attendance through consistent analysis of student voice and choice surveys and will make changes as necessary to ensure active participation. FES will make home visits when necessary. The FES will also provide assistance to youth placed in the school's Disciplinary Alternative Education Program (DAEP) and provide referrals to and follow-up with targeted clinical and auxiliary services for youth and their families most in need. Incentive activities will be scheduled to motivate students in the areas of Art, Technology and Music. Students will participate in enrichment activities to which they normally would not have been exposed which will help in retaining their continued interest. The community partners will be instrumental in facilitating pertinent education, health and family related services.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will develop a schedule of weekly activities for program participants based on the campus and student needs assessment, and student and family voice and choice surveys which will be included in the Center Project Plan. The ACE BCC program will provide a best practice, research-based program with a minimum of 12 hours of service for participating students per week during the school year. The program will take place in a safe and easily accessible facility with daily bus transportation to and from the center. Activities will supplement the school-day content and provide accelerated learning to help students improve academic achievement standards. The **Center Project Plan** will include developed activities based on the **Four-Component Activity Guide** leveraging resources with campus and community partners, and reporting output and outcome measurements therefore providing students with a bridge between the regular- and after-school days. **Before-school Program** (BHS only): (same days as after-school program) one hour before school begins. Tutorials; Extended Learning; Homework. **After-school Program**: begin no later than September 4 and be 36 weeks per year (including summer), M–Th. Immediately after school for three hours for elementary schools and two hours for high school.

Summer Program: will be offered for 6 consecutive weeks during the summer months of May - July for four hours each day, Monday – Thursday. The summer program may focus on specific academic needs as highlighted by summary reports and STAAR results and address academic acceleration, STAAR remediation, English as a Second Language classes, high-interest enrichment activities and TEKS related skill building to ensure that all students will be able to perform at or above grade level in all academic areas. **Adult Program**: The FES will work closely with our community partners to provide training, technical assistance and expertise in serving the adults. Flexible schedules with classes such as English Language Acquisition, GED, Computer Skills, Reading/Family Literacy, and Financial Planning.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MFISD and Burnet CISD will house the ACE activities and classes at school facilities which are safe and easily accessible to members of the community. Both districts work closely with the City Police Departments and have current Emergency Operation Plans (EOP) in place. The ACE BCC program will obtain necessary parental consent for students to participate in the ACE program and will ensure that a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation. Each center will have a sign-in and sign-out procedure for all students which will be documented and in place for each center. Each center operation will comply with district EOP. For the safety of all participants and to ensure that accurate identification and emergency information is quickly and easily available, ACE BCC will develop clarified and revised procedures concerning safety behavioral and procedural guidelines, late arrival and early dismissal to ensure smooth and safe operations. Grant staff will be receiving CPR and Behavior Intervention Training. Site Coordinators will be provided access to student medical records and emergency contact information. Each campus has first aid kits and strategically placed defibrillators readily available to ACE staff. ACE BCC grant activities will be supervised by qualified individuals at all times and appropriate supervising adult to student ratios of no more than 22:1 will be maintained. Participating ACE students will be required to sign in upon arrival at the program and parents will be asked to notify a staff member when a child is leaving early. Parents will be required to come in and pick-up their child and sign the child out. Parents will provide the program the names of all persons authorized to pick up their children. Staff will ask for a picture ID of anyone they do not know. Persons not listed as authorized to pick up will not be allowed to check out a child. Students will be dismissed from the school day and will immediately proceed to the designated location for their ACE program. Attendance will be taken at the beginning of each class by the designated teachers in the classrooms. If there are multiple classes within a program day the students will be escorted by their teachers to the next class location and the attendance record process will be repeated for the new class. At the end of the programming day the students will be escorted by their teachers to the designated location at the school for parent/guardian pickup.

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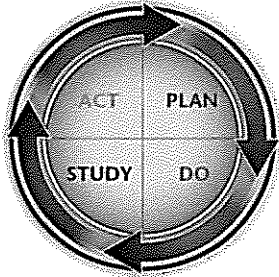
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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.



MFISD and BCISD utilize a **continuous improvement model** focusing on the **Plan/Do/Study/Act (PDSA) process**. Through this process cyclical curriculum planning is achieved each year to address weaknesses in the instructional process identified through diagnostic and summative assessments using reports generated by a district data management process. Current research indicates that success of an intervention model largely depends on teachers receiving **on-going program-specific training**. School-day and ACE BCC teachers will be trained in RTI, data collection and progress monitoring to enable them to make informed instructional decisions, choosing effective instructional techniques and establishing goals which ensure student success.

Curriculum aligned with the Texas Essential Knowledge and Skills (TEKS) supports classroom instruction. The PDSA process will be used to convert data to knowledge that, in turn, guides the after-school program in refining processes for continuous improvement that will be displayed in improved STAAR scores, academic performance in core subjects, reduction in risky behaviors, and an increase in basic skills of parents.

Tier II and Tier III students will obtain objective remediation. **Diagnostic assessments** will include pre-test, formative assessments, and post-tests to determine each student's academic and behavioral domain. Scientific research-based programs, strategies, and procedures designed using a problem-solving model focusing on relevance will be used to address individual student needs. Student **progress will be monitored through formative assessments** to determine whether academic or behavioral intervention goals are being met. Targeted intervention and assessments will ensure that students are receiving **relevant instruction**.

Parent/community goal setting sessions will be held and community partners will work with ACE BCC to provide resources such as relevant career opportunities for Burnet County's educationally and economically disadvantaged student population. The FES will develop a plan to help parents understand the importance of the educational process and better support the goals, objectives, and strategies for their children's academic success. Parents will be provided their own educational opportunities in the ACE BCC with requested activities such as GED and language acquisition classes.

Decisions for **planning activities** will be **data driven** to address specific needs and achieve positive student outcomes. Survey will be used for the initial planning of meaningful and requested enrichment activities. These results will also be combined with the results of the district comprehensive needs assessment to align activities, including enrichment activities to identified student's needs. Needs such as college and workforce readiness, health related services, parental support, school safety activities, parent literacy and educational opportunities will be addressed through continuous collaboration with community partnerships.

Site Coordinators under the direction of the Project Director will be responsible for developing academic enrichment activities that are interactive, multi-sensory, engaging and aligned with the regular school day curriculum scope and sequence. In addition, SC's will be required to continuously analyze data and adjust programming to ensure student interest and academic progress.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE BCC will ensure that program activities will be based upon:

- 1.) An assessment of objective data regarding the student need,
- 2.) An established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities, and
- 3.) Scientifically-based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

The program will be supervised by qualified individuals and appropriate supervising adult to student ratio 22:1 will be maintained. Small-group instruction will be designed to provide intervention and accelerated learning for students at risk of academic failure. Strategies and activities will be modified and adapted to accommodate individual instruction when it is deemed as best practice based on the activity type.

ACE BCC recognizes that children are most able to learn at early ages from years three through thirteen. If their learning experiences are enhanced during this period, the probability for future academic success is increased significantly. Also, research has shown that students who are experiencing significant academic difficulties in grade four will likely continue a pattern of difficulty marked by academic failure, truancy, and eventual dropping out. The majority of ACE BCC sites will focus intervention in the primary grades to prevent this pattern of school failure and to achieve the goal of reading on grade level by age 8. Teachers will engage students in a variety of research-based reading strategies that have proven to be successful. Cooperative learning or teams will increase students' motivation and engage students in cognitive activities known to contribute to reading comprehension, such as elaboration, summarization and rephrasing. Children's literature books will be made available in their home language for students and parents check out. Students will use computers/tablets to connect technology to the learning process.

The math component will focus on engaging activities that build not only basic skills, but involve students in problem-solving and real-life applications. Through the use of technology students will have the opportunity to strengthen their individual skills through utilization of educational software applications that evaluate each child's skill level and build a program especially for that child. Thematic units will be used to promote the understanding of how foundational academic subjects relates to real world problems. The academic component of the after-school program will be integrated with the regular school program and will consist of TEKS- based instruction. Integrated units will be taught through non-traditional methods that are innovative, fun, engaging and focused on real-world applications.

Burnet High School ACE Program will support the school day incentives to increase interest in careers related to STEM. Classes may include SAT/ACT Prep, Advanced Placement Prep, Robotics, Engineering, and Vocational Career Training. In addition, the majority of coursework provided to this grade level will be focused in advancing the marketability of students entering post-secondary education or the workforce. The ACE BCC program will provide at-risk students with the academic assistance they need to finish school and preparation for their life after high school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE BCC understands that parental involvement is critical to the academic success of students. Students who have involved parents tend to do better in school and have a much better perspective on education and its role in securing future academic success.

ACE BCC has budgeted for a full-time **Family Engagement Specialist (FES)**. The FES will encourage family and parental involvement and will provide home visits and ongoing educational programs to immediate family members of students participating in the ACE BCC program. The FES will work closely with MFISD and BCISD parent organizations, the Campus and District Education Improvement Committees, the Project Director and Site Coordinators to market the program targeting parents of children enrolled in the ACE BCC program. Additionally, each center will establish a **Family Information Table (FIT)** that provides dissemination ACE BCC parents opportunities for literacy, accountability, education, educational development and related workforce readiness. The FES will actively empower parents to develop direct participation in their child's education.

The ACE Family Engagement Specialist will take the lead in providing training, technical assistance and expertise in serving the adult and family members. The FES will facilitate family activities such as English/Latino Literacy Nights, Science and Math Events, Career Fairs and Health & Wellness Fair through his/her active collaboration with community partners. As the fiscal agent, MFISD will provide space for the Project Director, family engagement specialist and support staff at the Marble Falls Central Office and provide them with office space, telephones, fax machines, copiers, etc., to facilitate a cost effective and successful operation.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director (PD), Site Coordinators (SC) and Family Engagement Specialist (FES) will meet with the principals and teachers to request their assistance in encouraging parents to enroll their at-risk children in need of ACE BCC services. Since the campus principals took an active part in the grant planning process they are already anticipating how they can recruit the families of their at-risk students. The FES will send an introductory letter to the parents of each student. The FES will work with school staff to contact parents of eligible students to encourage them to enroll their children in the program. The Project Director will meet with the FES monthly to discuss initiatives and programming. The FES will visit each campus each week and provide support to the families of that campus. Twice a month the Project Director, FES, and Site Coordinators will meet to discuss family engagement activities to insure fidelity of service.

ACE BCC will utilize the **Texas ACE Blueprint** and to assist with all aspects of the program. The Family Engagement Specialist will create a presentation using visuals and handouts for public speaking and school orientation. Flyers in English and Spanish will be distributed to children to take to their parents notifying them of the expanded learning opportunities available to them. Flyers will also be posted around the community's key locations such as churches, businesses and local community organizations as well as articles in the local newspapers. The ACE BCC community partners will be key participants in helping the **Family Engagement Specialist** spread program awareness. Meetings will be held with parents at all campuses and the use of an ACE BCC web site will be instrumental to the successful dissemination of information including locations and times of program activities. The ACE Task Force will also be instrumental in helping the Family Engagement Specialist, Project Director and Site Coordinators make meaningful connections with families and update the community of program information and accomplishments.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 027904

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will work with the ACE BCC community partners to provide parents of the targeted students with opportunities for physical fitness/nutrition, literacy, educational development and related workforce readiness. The FES will hold **parent meetings** to help parents understand how to help their children study at home and encourage their children to read at home.

The National Research Council compiled research that indicates parent beliefs and attitudes about literacy can influence their child's reading development and have a lasting effect on their reading attitudes. The FES will also hold **Parent Education Workshops** to address issues such as student study strategies, understanding STAAR and local benchmarking, discipline and adolescent issues, career exploration, homework help, financial independence, and parental networking. The goal is to have a bilingual FES who can assist Spanish speaking parents in helping their students complete their homework assignments and participate more fully in their child's education.

Family Literacy classes will help to improve the literacy skills of students and adults and will help to develop a connection with the regular school day. **Computer literacy classes** will enable parents to gain needed skills to compete in the job market. **Family counseling/ parenting classes** will enable parents to better fulfill their role in helping their child succeed in school. The implementation of ACE BCC centers will provide site-based programs and activities to both students and working families that are non-existent in these communities and at absolutely no cost to the participants. ESL classes will assist Spanish speaking parents in helping their students complete their homework assignments and participate more fully in their child's education. Family parenting classes enable parents to better fulfill their role in helping their child succeed in school.

The planned activities will be held **monthly** on their child's **home campus** and will utilize campus teachers and administrators, whenever possible, in order to **develop meaningful connections** between families, the school and the ACE program. Research indicates that parents are more willing to participate in activities that involve their children and children are more connected to their academic progress when parents show interest through participation in school activities. Therefore, the FES will develop cooperative parent/student classes and activities.

The FES will conduct parent focus groups each quarter and conduct family voice and choice surveys each semester to ensure the program is meeting the needs of families and is continuously improving services.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 027904		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 027904		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 027904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 027904		Amendment number (for amendments only):		
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 027904		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 027904

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 027904

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other: Provide presentations to community organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: 027904		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 1		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input checked="" type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input checked="" type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input checked="" type="checkbox"/> How children's needs will be identified		
<input checked="" type="checkbox"/> What services will be offered		
<input checked="" type="checkbox"/> How, where, and by whom the services will be provided		
<input checked="" type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input checked="" type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input checked="" type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input checked="" type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 027904

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☒ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☒ After school day☒ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name: N/A		N/A	N/A	N/A
	# of students: N/A	# of teachers: N/A			N/A
2	School name: N/A		N/A	N/A	N/A
	# of students: N/A	# of students: N/A			N/A
3	School name: N/A		N/A	N/A	N/A
	# of students: N/A	# of students: N/A			N/A
4	School name: N/A		N/A	N/A	N/A
	# of students: N/A	# of students: N/A			N/A
5	School name: N/A		N/A	N/A	N/A
	# of students: N/A	# of teachers: N/A			N/A

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1	N/A	1	N/A
2	N/A	2	N/A
3	N/A	3	N/A
4	N/A	4	N/A
5	N/A	5	N/A

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: